### **Course Standards**

Course Code: 703031

**Course Name: Elementary Orchestra** 

**Grade Level: K-3** 

Upon course completion students should be able to:



| Kindergarten                               | 1 <sup>st</sup> Grade                    | 2 <sup>nd</sup> Grade  | 3 <sup>rd</sup> Grade                   |
|--|--|------------------------|---|
| MU:Cr1.1.K                                 | MU:Cr1.1.1                               | MU:Cr1.1.2             | MU:Cr1.1.3                              |
| a. With guidance,                          | a. With limited                          | a. Improvise           | a. Improvise                            |
| explore and                                | guidance, create                         | rhythmic and melodic   | rhythmic and melodic                    |
| experience music                           | musical ideas (such                      | patterns and musical   | ideas, and describe                     |
| concepts (such as                          | as answering a                           | ideas for a specific   | connection to                           |
| beat and melodic                           | musical question) for                    | purpose.               | specific purpose and                    |
| contour).                                  | a specific purpose.                      |                        | context (such as                        |
|  |  | b. Generate musical    | personal and social).                   |
| b. With guidance,                          | b. With limited                          | patterns and ideas     |   |
| generate musical                           | guidance, generate                       | within the context of  | b. Generate musical                     |
| ideas (such as                             | musical ideas in                         | a given tonality (such | ideas (such as                          |
| movements or                               | multiple tonalities                      | as major and minor)    | rhythms and                             |
| motives).                                  | (such as major and                       | and meter (such as     | melodies) within a                      |
|  | minor) and meters                        | duple and triple).     | given tonality and/or                   |
|  | (such as duple and                       |                        | meter.                                  |
|  | triple).                                 |                        | NW C 444                                |
| MU:Cr2.1.K                                 | MU:Cr2.1.1                               | MU:Cr2.1.2             | MU:Cr2.1.3                              |
| a. With guidance,                          | a. With limited                          | a. Demonstrate and     | a. Demonstrate                          |
| demonstrate and                            | guidance,                                | explain personal       | selected musical                        |
| choose favorite                            | demonstrate and                          | reasons for selecting  | ideas for a simple                      |
| musical ideas.                             | discuss personal                         | patterns and ideas for | improvisation or                        |
| h With and dame                            | reasons for selecting musical ideas that | music that represent   | composition to                          |
| b. With guidance,                          |  | expressive intent.     | express intent, and describe connection |
| organize personal                          | represent expressive intent.             | b. Use iconic or       |   |
| musical ideas using iconic notation and/or | intent.                                  | standard notation      | to a specific purpose and context.      |
| recording technology.                      | b. With limited                          | and/or recording       | and context.                            |
| recording technology.                      | guidance, use iconic                     | technology to          | b. Use standard                         |
|  | or standard notation                     | combine, sequence,     | and/or iconic notation                  |
|  | and/or recording                         | and document           | and/or recording                        |
|  | technology to                            | personal musical       | technology to                           |
|  | document and                             | ideas.                 | document personal                       |
|  | organize personal                        | 14040.                 | rhythmic and melodic                    |
|  | musical ideas.                           |                        | musical ideas.                          |
|  | inasioui iaous.                          |                        | masical ideas.                          |
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| Kindergarten          | 1 <sup>st</sup> Grade  | 2 <sup>nd</sup> Grade  | 3 <sup>rd</sup> Grade |
|-----------------------|------------------------|------------------------|-----------------------|
| MU:Cr3.1.K            | MU:Cr3.1.1             | MU:Cr3.1.2             | MU:Cr3.1.3            |
| With guidance, apply  | With limited           | Interpret and apply    | Evaluate, refine, and |
| personal, peer, and   | guidance, discuss and  | personal, peer, and    | document revisions to |
| teacher feedback in   | apply personal, peer,  | teacher feedback to    | personal musical      |
| refining personal     | and teacher feedback   | revise personal        | ideas, applying       |
| musical ideas.        | to refine personal     | music.                 | teacher provided and  |
|                       | musical                |                        | collaboratively       |
|                       | ideas.                 |                        | developed criteria    |
|                       |                        |                        | and feedback.         |
| MU:Cr3.2.K            | MU:Cr3.2.1             | MU:Cr3.2.2             | MU:Cr3.2.3            |
| With guidance,        | With limited           | Convey expressive      | Present the final     |
| demonstrate a final   | guidance, convey       | intent for a specific  | version of personal   |
| version of personal   | expressive intent for  | purpose by presenting  | created music to      |
| musical ideas to      | a specific purpose by  | a final version of     | others, and describe  |
| peers.                | presenting a final     | personal musical       | connection to         |
|                       | version of personal    | ideas to peers or      | expressive intent.    |
|                       | musical ideas to peers | informal               |                       |
|                       | or informal            | audience.              |                       |
|                       | audience.              |                        |                       |
| MU:Pr4.1.K            | MU:Pr4.1.1             | MU:Pr4.1.2             | MU:Pr4.1.3            |
| With guidance,        | With limited           | Demonstrate and        | Demonstrate and       |
| demonstrate and state | guidance,              | explain personal       | explain how the       |
| personal interest in  | demonstrate and        | interest in,           | selection of music to |
| varied musical        | discuss personal       | knowledge about, and   | perform is influenced |
| selections.           | interest in,           | purpose of             | by personal interest, |
|                       | knowledge about, and   | varied musical         | knowledge, purpose,   |
|                       | purpose of             | selections.            | and context.          |
|                       | varied musical         |                        |                       |
|                       | selections.            |                        |                       |
| MU:Pr4.2.K            | MU:Pr4.2.1             | MU:Pr4.2.2             | MU:Pr4.2.3            |
| With guidance,        | a. With limited        | a. Demonstrate         | a. Demonstrate        |
| explore and           | guidance,              | knowledge of music     | understanding of the  |
| demonstrate           | demonstrate            | concepts (such as      | structure in music    |
| awareness of music    | knowledge of music     | tonality and meter) in | selected for          |
| contrasts (such as    | concepts (such as      | music from a variety   | performance.          |
| high/low, loud/soft,  | beat and melodic       | of cultures selected   | 1 111                 |
| same/different) in a  | contour) in music      | for performance.       | b. When analyzing     |
| variety of music      | from a variety of      | 1 3371 1 .             | selected music, read  |
| selected for          | cultures selected for  | b. When analyzing      | and perform rhythmic  |
| performance.          | performance.           | selected music, read   | patterns and melodic  |
|                       | 1 3371 1 1             | and perform rhythmic   | phrases using iconic  |
|                       | b. When analyzing      | and melodic patterns   | and standard          |
|                       | selected music, read   | using iconic or        | notation.             |
|                       | and perform rhythmic   | standard notation.     | D 1 1                 |
|                       |                        |                        | c. Describe how       |

| Kindergarten                         | 1 <sup>st</sup> Grade              | 2 <sup>nd</sup> Grade                      | 3 <sup>rd</sup> Grade  |
|--------------------------------------|------------------------------------|--|------------------------|
|                                      | patterns using iconic              |  | context (such as       |
|                                      | or standard notation.              |  | personal and social)   |
|                                      |                                    |  | can inform a           |
|                                      |                                    |  | performance.           |
| MU:Pr4.3.K                           | MU:Pr4.3.1                         | MU:Pr4.3.2                                 | MU:Pr4.3.3             |
| With guidance,                       | Demonstrate and                    | Demonstrate                                | Demonstrate and        |
| demonstrate                          | describe music's                   | understanding of                           | describe how intent is |
| awareness of                         | expressive qualities               | expressive qualities                       | conveyed through       |
| expressive qualities                 | (such as dynamics                  | (such as dynamics                          | expressive qualities   |
| (such as voice                       | and tempo).                        | and tempo) and how                         | (such as dynamics      |
| quality, dynamics,                   |                                    | creators use them to                       | and tempo).            |
| and tempo) that                      |                                    | convey expressive                          |                        |
| support the creators'                |                                    | intent.                                    |                        |
| expressive intent.                   |                                    |  |                        |
| MU:Pr5.1.K                           | MU:Pr5.1.1                         | MU:Pr5.1.2                                 | MU:Pr5.1.3             |
| a. With guidance,                    | a. With limited                    | a. Apply established                       | a. Apply teacher       |
| apply personal,                      | guidance, apply                    | criteria to judge the                      | provided and           |
| teacher, and peer                    | personal, teacher,                 | accuracy,                                  | collaboratively        |
| feedback to refine                   | and peer feedback to               | expressiveness, and                        | developed criteria     |
| performances.                        | refine performances.               | effectiveness of                           | and feedback to        |
| h With avidance was                  | b. With limited                    | performances.                              | evaluate accuracy of   |
| b. With guidance, use                |                                    | h Dahaaraa idantifu                        | ensemble               |
| suggested strategies in rehearsal to | guidance, use suggested strategies | b. Rehearse, identify and apply strategies | performances.          |
| improve the                          | in rehearsal to                    | to address                                 | b. Rehearse to refine  |
| expressive qualities                 | address interpretive               | interpretive,                              | technical accuracy,    |
| of music.                            | challenges of music.               | performance, and                           | expressive qualities,  |
| of masic.                            | chancinges of music.               | technical challenges                       | and identified         |
|                                      |                                    | of music.                                  | performance            |
|                                      |                                    | or masie.                                  | challenges.            |
| MU:Pr6.1.K                           | MU:Pr6.1.1                         | MU:Pr6.1.2                                 | MU:Pr6.1.3             |
| a. With guidance,                    | a. With limited                    | a. Perform music for                       | a. Perform music       |
| perform music with                   | guidance, perform                  | a specific purpose                         | with expression and    |
| expression.                          | music for a specific               | with expression and                        | technical accuracy.    |
|                                      | purpose with                       | technical accuracy.                        | _                      |
| b. Perform                           | expression.                        |  | b. Demonstrate         |
| appropriately for the                |                                    | b. Perform                                 | performance            |
| audience.                            | b. Perform                         | appropriately for the                      | decorum and            |
|                                      | appropriately for the              | audience and                               | audience etiquette     |
|                                      | audience and                       | purpose.                                   | appropriate for the    |
|                                      | purpose.                           |  | context and venue.     |
|                                      |                                    |  |                        |
|                                      |                                    |  |                        |
|                                      |                                    |  |                        |
|                                      |                                    |  |                        |

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|------------------------|------------------------|------------------------|------------------------|
| MU:Re7.1.K             | MU:Re7.1.1             | MU:Re7.1.2             | MU:Re7.1.3             |
| With guidance, list    | With limited           | Explain and            | Demonstrate and        |
| personal interests and | guidance, identify     | demonstrate how        | describe how selected  |
| experiences and        | and demonstrate how    | personal interests and | music connects to      |
| demonstrate why they   | personal interests and | experiences influence  | and is influenced by   |
| prefer some music      | experiences influence  | musical selection for  | specific interests,    |
| selections over        | musical selection for  | specific purposes.     | experiences, or        |
| others.                | specific purposes.     |                        | purposes.              |
| MU:Re7.2.K             | MU:Re7.2.1             | MU:Re7.2.2             | MU:Re7.2.3             |
| With guidance,         | With limited           | Describe how           | Demonstrate and        |
| demonstrate how a      | guidance,              | specific music         | describe how a         |
| specific music         | demonstrate and        | concepts are used to   | response to music can  |
| concept (such as beat  | identify how specific  | support a specific     | be informed by the     |
| or melodic direction)  | music concepts (such   | purpose in music.      | structure, the use of  |
| is used in music.      | as beat or pitch) are  |                        | the elements of        |
|                        | used in various styles |                        | music, and context     |
|                        | of music for a         |                        | (such as personal and  |
|                        | purpose.               |                        | social).               |
| MU:Re8.1.K             | MU:Re8.1.1             | MU:Re8.1.2             | MU:Re8.1.3             |
| With guidance,         | With limited           | Demonstrate            | Demonstrate and        |
| demonstrate            | guidance,              | knowledge of music     | describe how the       |
| awareness of           | demonstrate and        | concepts and how       | expressive qualities   |
| expressive qualities   | identify expressive    | they support           | (such as dynamics      |
| (such as dynamics      | qualities (such as     | creators'/performers'  | and tempo) are used    |
| and tempo) that        | dynamics and tempo)    | expressive intent.     | in performers'         |
| reflect                | that reflect           |                        | interpretations to     |
| creators'/performers'  | creators'/performers'  |                        | reflect expressive     |
| expressive intent.     | expressive intent.     |                        | intent.                |
| MU:Re9.1.K             | MU:Re9.1.1             | MU:Re9.1.2             | MU:Re9.1.3             |
| With guidance, apply   | With limited           | Apply personal and     | Evaluate musical       |
| personal and           | guidance, apply        | expressive             | works and              |
| expressive             | personal and           | preferences in the     | performances,          |
| preferences in the     | Expressive             | evaluation of music    | applying established   |
| evaluation of music.   | preferences in the     | for specific_purposes. | criteria, and describe |
|                        | evaluation of music    |                        | appropriateness to the |
|                        | for specific purposes. | 7.577.57.10.10         | context.               |
| MU:Cn10.1.K            | MU:Cn10.1.1            | MU:Cn10.1.2            | MU:Cn10.1.3            |
| Demonstrate how        | Demonstrate how        | Demonstrate how        | Demonstrate how        |
| interests, knowledge,  | interests, knowledge,  | interests, knowledge,  | interests, knowledge,  |
| and skills relate to   |
| personal choices and   | personal choices and   | personal choices and   | personal choices and   |
| intent when creating,  | intent when creating,  | intent when creating,  | intent when creating,  |
| performing, and        | performing, and        | performing, and        | performing, and        |
| responding to music.   | responding to music.   | responding to music.   | responding to music.   |
|                        |                        |                        |                        |

| Kindergarten             | 1 <sup>st</sup> Grade    | 2 <sup>nd</sup> Grade    | 3 <sup>rd</sup> Grade    |
|--------------------------|--------------------------|--------------------------|--------------------------|
| MU:Cn11.1.K              | MU:Cn11.1.1              | MU:Cn11.1.2              | MU:Cn11.1.3              |
| Demonstrate              | Demonstrate              | Demonstrate              | Demonstrate              |
| understanding of         | understanding of         | understanding of         | understanding of         |
| relationships between    | relationships between    | relationships between    | relationships between    |
| music and the other      |
| arts, other disciplines, | arts, other disciplines, | arts, other disciplines, | arts, other disciplines, |
| varied contexts, and     | varied contexts, and     | varied contexts, and     | varied contexts, and     |
| daily life.              | daily life.              | daily life.              | daily life.              |
|                          |                          |                          |                          |